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ABSTRACT

This guide is designed to hel teachers in all disciplines to expand students' awareness of foreign languages and their importance in career education. The guide urges interdisciplinary cooperation between foreign language instructors and other teachers. Study and activity suggestions using foreign languages are made for elementary, junior high and senior high schools in math, music, art, geography, science and other subjects, along with lists of careers in each field that might require a foreign language. Teaching units following certain elementary French and Spanish texts are outlined to make students aware of foreign language career possibilities, followed by suggested activities for students planning to acquire a second language as a primary or secondary job skill in various fields. Detailed units on Spanish business letter-writing and ecology study in French are presented, and appendices include bibliographies and lists of useful agencies. (CK)

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CAREER EDUCATION - FOREIGN LANGUAGES

FL 006 438

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Dorothy Coughlin - Buck Lodge Junior High School
Barbara Forbes - Largo Senior High School

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FOREWORD

These guidelines for weaving Career Education into the fabric of the basic foreign language program were developed by three participants in a system-wide workshop under the aegis of the Career Education Department.

The foreign language program is grateful to the three workshop participants for this material. A copy for each foreign language teacher is being provided for ease of implementation.

We urge that particular attention be paid to the suggestions for infusing Career Education into each unit of the basic foreign language texts.

Career Education has been defined as the total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual. (Career Education: What It Is and How to Do It, Hoyt, et al., page 15.)

It represents the rapprochement of the vocational and academic. It advocates that every teacher in every course emphasize the contribution which that particular subject matter can make to a successful career.

Among the components of Career Education is career development which involves such phases as awareness, exploration, and vocational decision-making. Since foreign languages represent communication skills, they may be a useful adjunct to almost any field, in addition to being a basic tool in certain specific occupations such as that of interpreter.

The material in this guide addresses itself especially to the awareness and exploratory phases. It also focuses on how teachers of other disciplines (including elementary school subjects) might foster foreign language awareness. Junior and senior high school foreign language teachers in each cluster could establish contact with the elementary schools in that cluster and offer to assist teachers in relating foreign languages to the curriculum, e.g., in social studies and music. Upper level students would be most helpful in such an endeavor. (It could be a level V project.)

In the secondary school the foreign language teachers are urged to work with other teachers in a total interdisciplinary effort.

Foreign language can be related to practically all the fifteen occupational clusters promulgated by the U.S. Office of Education: Agribusiness and Natural Resources; Business and Office; Communications and Media; Consumer and Homemaking Education; Construction; Environmental Control; Fine Arts and Humanities; Health; Hospitality and Recreation; Manufacturing; Marine Science; Marketing and Distribution; Personal Services; Public Services; and Transportation.

The world of work in the target culture is also part of Career Education in foreign languages, and is included in these guidelines.

As foreign language teachers study this document they will realize that Career Education in foreign languages is something more than the listing of bilingual jobs although the latter is of course included.

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Overview

A knowledge of foreign language and cultures is essential in giving students a good education in preparation for understanding the world in which they live. It can be a useful tool in the career itself, be it locally or internationally.

Skills in foreign languages should not be limited to interpreters and translators, but can be effective secondary tools in all fields. The purpose of this is to suggest activities in all levels that can relate to foreign languages and career opportunities using foreign languages. Teachers in all levels and all disciplines are urged to include in their curricula the uses of foreign languages in careers as a primary and secondary skill.

German and Latin teachers please note: Although the material in this guide involves French and Spanish specifically, the suggestions can be directly applied to other languages. See example page 48-49.

Continuing Objectives

To provide teachers and students with opportunities to explore the relationship of foreign languages to careers.

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Specific Objectives

-- To make students aware of the existence of other languages and cultures.

-- To give students a positive attitude toward other languages and cultures at an early age.

-- To give students a chance to evaluate their own potential and interest in other languages and cultures.

-- To give non-speakers of foreign languages activities which can be done in English to achieve the three goals above.

-- To suggest activities which can be done by a teacher with an elementary knowledge of a foreign language or with the help of someone else who speaks the language.

-- To provide activities that the foreign language teacher and/or student can do from the awareness to decision-making levels.

	ART	BUSINESS	ENGLISH	HOME EC.	INDUSTRIAL ARTS
FOREIGN LANGUAGES ARE INTER-DISCIPLINARY	Artist studying abroad Cartographer Art Historian Art Director Curator Museum Guide Weaver Painter Cinematographer	Bi-lingual secretary Typist Receptionist Telephone operator Salesman Engineer overseas Sales clerk Buyer Advertiser Telegrapher	Teacher of English to foreign speakers Linguist Journalist Broadcaster Author of books in foreign settings Librarian	Cook in foreign restaurants Dietitian for the foreign-born Interior decorator Housewife Furrier Beautician Barber	Peace Corps Vista Architect Engineer Draftsman Industrial Management City Planner

MATHEMATICS	MUSIC	PHYS. ED.	BIOLOGY/SCI.	SOCIAL STUDIES	PHYSICAL SCI.
Economist International Banking CPA Foreign Exchange Clerk Navigator	Opera Singer Critic Composer Band director Choir director Vocal coach	Dancer Competitor in international events Professional athlete Designer of health equipment Health club director Sports announcer	Oceanographer Health service Doctor Nurse Technician Anthropologist Archaeologist Ecologist Agriculturalist Biologist Animal Husbandry	Lawyer Court Clerk Stenographer Policeman International Law Politician Diplomat Social Worker National Security Agency	Chemist Physicist Scientist Astronaut Geologist Pilot

Introduction to Section One

We present the following section as an aid to those teachers who do not speak a foreign language. It is divided into specific subject areas and how they relate to foreign languages.

Foreign language teachers might volunteer to assist teachers of other subjects in implementing these ideas.

A note to the reader: A more detailed plan for language as a primary skill (teaching a foreign language, translators, and interpreters) and language as a secondary skill (art, business education, journalism, health services, home economics, science and math, social studies, and special education) appears on pages 42 - 52.

SECTION ONE

Art

Elementary

1. Make "ojos de Dios" - explain the background
2. Do "papier mâché" - explain origin of the term
3. Make a "piñata" at Christmas - describe the activities involved in breaking it; mention some Spanish-speaking countries where it is used.

Junior High

1. Have a special section of your bulletin board for foreign artists. Do one country at a time - include translations of titles where necessary.
2. Study ancient Aztec, Mayan, and Incan designs. Incorporate these into tapestry, block printing, stenciling, and pottery.

Senior High

1. Which art terms come from foreign languages? (Ex: "collage" French - a gluing or pasting; macramé; guash)
2. Include a unit in Art History.
3. Where are "artists' colonies ?" (Paris; outside of Guadalajara, Mexico)
4. Incorporate ancient Aztec, Mayan, and Incan designs into metal tooling or jewelry.

Careers in art which can use foreign languages:

photographer
commercial artist
fashion designer
jewelry designer
interior decorator

Foods

Elementary

1. Discuss foods eaten by various peoples in the world, including exotic foods.
2. Discuss the origin of common foods we eat (pizza, spaghetti, sauerkraut, etc.)
3. Prepare a dish from a foreign land.

Junior High

1. Discuss in the foreign language and/or home economics class foods as prepared and eaten by a foreign people.
2. Prepare a dish from a foreign country.
3. Visit a restaurant specializing in foreign food for lunch. Visit the kitchens and talk to the employees if possible.
4. Invite a chef from a foreign restaurant to discuss preparation and procurement of food (importation, etc.), training needed, preparation of menus, language requirements, etc.

Senior High

1. Visit (one or two students) a foreign restaurant for a day for observation.
2. Get a part-time job as a waiter, receptionist, or cook-trainee in a foreign restaurant.

Careers in foods which can use foreign languages:

dietician
chef
restaurant manager

Geography

Elementary

1. Study the land mass on which we live.
2. Learn land masses closest to us.
3. Be able to reproduce the land mass of North America.
4. Study other land masses of the world.
5. Learn all the land masses.
6. Learn the main names of each land mass.
7. Learn the waterways (Ex: Indian Ocean)

Junior and Senior High

1. Learn the names of the countries on each land mass.
2. Learn the names of the major cities on each land mass.
3. Be able to reproduce the land masses from memory with major countries, principal cities, and waterways.
4. Have special reports on the customs and the people on each land mass.
5. Have students in foreign language classes be responsible for teaching foreign words.
6. Visit the Voice of America - to see and hear globe and land masses lighted and visit the different booths that are broadcasting programs to foreign countries.

Careers in geography which can use foreign languages:

foreign news interpreter
broadcaster
cartographer
urban geographer
geologist
fish and game management
ecology/environment
forestry/conservation
oceanography/marine biology

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History

Elementary

1. Study the nations that have held territory in what is now the United States - France, Spain, and Russia. Divide the map into the former territories of these nations.
2. Foreign influence on colonial dress (mostly from France).
3. Spanish influence on the dress of the cowboy (variation of the Mexican charro outfit, chich in turn is a variation of the "traje andaluz" from Andalucía in southern Spain).
4. America received its name from Americus Vespucci, and Italian navigator. The word "Columbia" comes from Christoforo Colombo.

Junior High

1. Study the help given to the United States during the Revolution from foreign nations (Lafayette from France, Zuaves from Hungary, and Hessians from Germany).
2. Foreign influence in the United States at the present (German in the Great Lakes area, Spanish in the Southwest, and French in the Northeast). How do these influences affect the lifestyles of the area?
3. California was originally settled by mission towns, most of which were founded by Father Junípero Serra. Most "San" and "Santa" names in the southwest area were originally the names of these missions.
4. The architect of Washington, D. C. was Pierre l'Enfant - he designed the city to resemble Paris, France with its many "étoiles."

Senior High

1. Why is a knowledge of foreign languages necessary to a well-rounded interpretation of history? (Ex: The ability to read Spanish will give a different view of such people as Pancho Villa and Emiliano Zapata. In the United States they are considered outlaws, but in Mexico, they are heroes.)

2. History is being made today by the leaders of foreign nations. The ability to read their comments in their native languages presents a clearer view of their desires.

Careers in history which can use foreign languages:

historian
archaeologist
anthropologist
government/politics
civil service

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Math

Elementary

1. Count in a foreign language from one to ten.
2. Make a chart from one to ten. Compare the words for these numbers in two or three different languages. Note the similarities.

Junior High

1. Study different number systems (Roman, Phoenician, Mayan, Incan, etc.) How are they similar? If students can master one system, use that one for an entire week in all board work and/or homework.
2. Study the monetary units and equivalents of different countries. How did they receive their names?
3. Study the metric system.

Senior High

1. A knowledge of German or Russian can aid mathematicians since many technical data are published in these languages.
2. Mention that Albert Einstein and Werner von Braun et alii had to learn a foreign language (English) in order to work in this country.

Careers in mathematics which can use foreign languages:

mathematician
computer operator
accounting/Certified Public Accountant

Music

Elementary

1. Learn "villancicos" or "chansons de Noël"
2. "Rounds" in foreign languages (Frère Jacques)
3. Study foreign instruments (guitar, castanets, accordian, and mandolin). Learn to recognize their sounds - at first alone, then in conjunction with other instruments.

Junior High

1. Listen to popular songs which have been translated into foreign languages.
2. Some English-language standards were originally written in a foreign language. Listen to them in their original language. Translate if possible.
3. How does the Hispanic influence show in popular (rock) music? (Ex: Santana, El Chicano)
4. What are the translations of the names of some instruments? (Ex: piano - originally pianoforte, meaning "soft-loud")
5. Show the influence of Italian in sound stress ("andante" is a walking tempo, "fortíssimo" is very loud, any "-íssimo" is "very")

Senior High

1. Which classics have been written by foreign composers? Take one country at a time.
2. How has opera influenced the English language? (Ex: "He's a Don Juan")
3. Musical centers in foreign countries (La Scala).

Careers in music which can use foreign languages:

opera singer
musician
vocal coach

Physical Education

Elementary

1. Make a chart of sports of the world. What United States sports originated elsewhere? (Ex: lacrosse, soccer).
2. Have weekly additions to a world map showing sporting events taking place and the language spoken in the country.

Junior High

1. Study foreign sports (Ex: jai alai).
2. Most jockeys are Puerto Rican; many lightweight boxers are of Hispanic ancestry.
3. Many auto races are held in foreign countries (Le Mans, Baja California).
4. Soccer developed in Europe and South America. Many world-famous players are from foreign countries (Ex: Pele - Brazil).
5. Lacrosse is developing in the United States (from the French "la croix" - the cross).

Senior High

1. Have foreign-born sports figures speak to the class. Items to reinforce - they will be speaking in English, which is a foreign language for them. If students intend to pursue a career in sports, they may participate in a foreign country (Ex: Olympics, Pan-American games) where a knowledge of a foreign language would be of assistance.
2. Tennis terms come from French ("Love" equals zero - the original term was "l'oeuf" which was mispronounced "love." "L'oeuf" is the French word for "egg").

Careers in physical education which can use foreign languages:

trainer
jockey
professional athlete

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Reading

Elementary

1. Read fairy tales of other lands to the students.
2. Have students learn the names of children from other lands (Ex: Hansel and Gretel). Point out on a map the countries from where the stories come.
3. Have a student write the names of those foreign countries on a chart in class.
4. Have students draw pictures of the dress of persons from other lands.
5. Have students listen to music of other lands while you are reading to them.
6. Have students in class who are from other countries relate experiences, if possible. (Bring in articles)

Junior High

1. Have students read short stories about foreign countries (activities under elementary could be used here also).
2. Have students develop their own folders on stories of different lands.
3. Have students relate their stories with things people do in other lands.
4. Have students compare or contrast life styles.
5. Have students do projects on one career in another land. (This could be a culminating activity developed from the student's reading experience.)

Senior High

1. Have students develop other means of reading experiences - not reading books, but foreign signs, charts, newspapers, collages, and magazines.
2. Have students read books done in languages that they are studying (developing word-recognition skills, inferences).
3. Have foreign-language students - according to their interest and ability in reading - read translations of foreign writers and poets. They should review them for the class using various creative media such as pictures, paintings, and music.
4. Critique foreign films - this is to be done in English.
5. Have foreign-language students take a speed-reading course in their foreign language as a mini-course.

6. Have students experience working with all kinds of reading materials to increase reading rate, reading comprehension, word recognition, main ideas, phonetic skill, etc. in their foreign language.
7. Have students develop their reading at their rate and interest in their foreign language.

Careers in reading which can use foreign languages:

actor
drama coach
script writer
director
teacher of English to speakers of other languages (TESOL, ESOL)

Science

Elementary

1. Learn some plants and flowers that grow in other countries more than in this section of the United States. Put pictures of these plants on the bulletin board along with a world map. Use strings to join the plant and its country.
2. Learn some animals that are native to other countries. Do the same kind of map as in #1. In both instances, indicate the language(s) spoken in that country. (Field trip to the zoo)

Junior High

1. Chart plants with foreign names (Ex: "dandelion" from the French "dent de lion", named for the shape of the leaves - like lion's teeth).
2. The names of planets and constellations come from Greek and Roman mythology. Translate some. (Ex: Ursa Major - great bear, Ursa Minor - small bear)
3. How do the seasons change worldwide? Choose one foreign country or city and keep a daily record of its weather.
4. Where have some of our common foods come from? (Ex: potatoes from South America, tomatoes from Mexico, macaroni from China)
5. The names of the signs of the zodiac also come from Latin - connected with the constellations.

Senior High

1. Incorporate the need for foreign languages in scientific study (especially the need for German and Russian).
2. Stress any foreign terms that may be frequently used.
3. Stress contributions of foreign scientists (Marie Curie, Albert Einstein, and Carlos Findlay).

Careers in science which can use foreign languages:

meteorologist	anthropologist
geologist	herpetologist
curator	archaeologist
botanist	

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Word Study

Elementary

1. Common foreign words in everyday use (robe - dress in French, sombrero - hat in Spanish).
2. Use a "word of the day" - some common word in a foreign language. Practice correct pronunciation. Try to incorporate it into conversations.
3. Study common proper nouns that have their origins in foreign countries (china, Panama hat, French fries, hamburger, and Pasteurized milk).

Junior High

1. Where did our state names come from? Translate some states (Nevada - snowy place, Vermont - green mountains). Translate some cities (Boca Raton - mouse mouth, Baton Rouge - red stick).
2. Study language families (Romance, Germanic, Slavic, etc.). How has English benefited from these sources?
3. Use a "phrase of the week" - a foreign language phrase that is commonly heard ("tout de suite", "hasta mañana", "zehr gut").
4. Study the development of the alphabet. How does the Cyrillic alphabet differ from English? How does the Greek alphabet differ from English? In what ways are they similar?
5. Study names of common products that come from foreign languages (Fritos, Crême de Bain, Volkswagen).

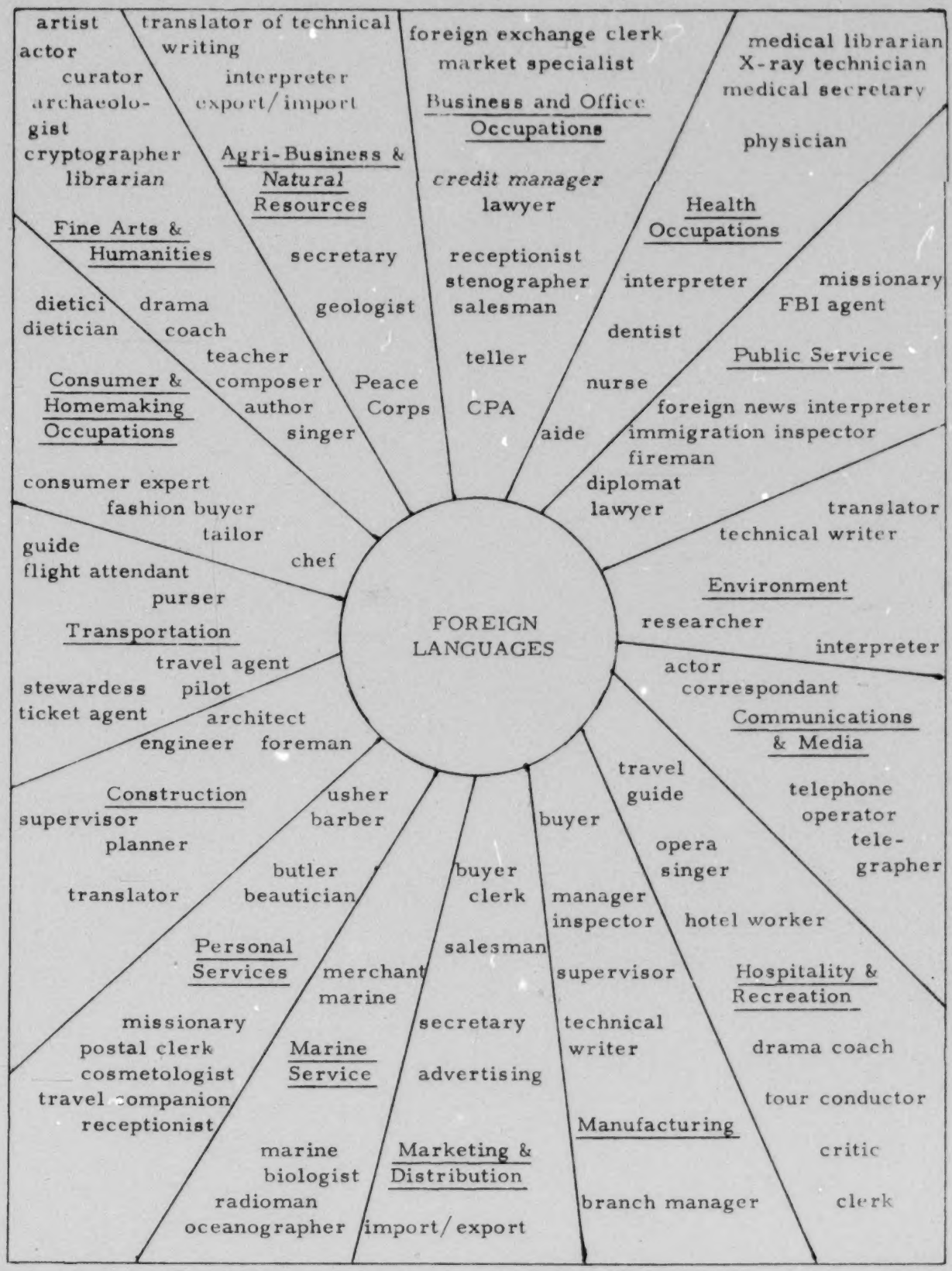
Senior High

1. Take a paragraph from a novel and, by use of the dictionary, discover the roots of all words. Cross out all words from the Romance family and read the paragraph. Do the same (separately) with the Germanic and Slavic families. Finally, cross out all words borrowed from or with origins in other languages, and read the paragraph.
2. If a novel is being studied, list any foreign language phrases and/or words used. How has the novelist more thoroughly expressed the idea by using these phrases? Would the novel lose anything if English had been used instead?

3. If a particular type of novel or style of writing is being studied, bring into discussion names of foreign authors in the same vein.

Careers in word study which can use foreign languages:

actor
author
poet
script writer
journalist
director
drama coach
teacher of English to speakers of other languages (TESOL, ESOL)



Northeast Conference Reports
April, 1974 - page 129.

SECTION TWO

To Foreign Language Teachers:

The awareness level belongs in any grade level, wherever the student is in Level One of a language. Many students are unaware of the usefulness of foreign languages in many careers. Career awareness belongs in the foreign language classroom on a daily basis. The foreign language teacher should take every opportunity to increase the students' awareness of career opportunities and foreign language. For example, many students watch Jacques Cousteau. It can be pointed out to them that Jacques Cousteau is head of one of the finest oceanographic institutions in the world, in Monaco. Their language is French; American oceanographers would probably find French very useful in their careers for reading reports, working in Monaco, or working with French-speaking oceanographers.

Teachers can also bring Career Education into their classrooms through the basic foreign language texts. Following are some suggestions by text and unit on how career awareness can be included in the daily lesson plan.

Texts covered in this section are:

FRENCH:
- A-LM French One
- A-LM French Two
- A-LM French Three
- A-LM French Four
- (all French texts are Second Edition)

SPANISH:
- Comencemos
- Sigamos
- Learning Spanish the Modern Way - One
- Español: A Descubrirlo
- Español: A Sentirlo
- La Fuente Hispana
- Galería Hispánica

Note to German, Latin, Italian, and Russian teachers:

Although the following section is concerned with the French and Spanish texts, we feel that by glancing through the units used you can get suggestions for other languages.

A-LM French - Level One

Unit One: This unit is basically an introduction to the language The dialogues are mainly between students. There are, however, various places mentioned which would suggest a job, such as -- school. the pool, the zoo, the theater, the museum. Excluding the school, each of the jobs basically have a curator and a director. Teach French terms for museum curator, teachers, zoo directors, directeur de photographie, scriptgirl, clackman (see p. 213 Petit Larousse), and lifeguard.

Unit Two: The basic dialogue is in the home, before company arrives. This scene suggests the career of a homemaker. Travailler - study or work. Teach connected words - cuvrier, travailleur, usine. Job and career are two different things: "position" and "situation" in French.

Unit Three: This unit in the dialogue introduces the idea of sports. A career in sports can take on many forms, such as coach, manager, athlete, judges, equipment manager and stadium vendor. Discuss sports popularity in France and U. S., requirements for professional sports. Famous French athletes. Usefulness of foreign language in international amateur/professional competition. Don't forget the Grand Prix.

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Unit Four: Careers pertaining to animals - veternarian, pet shop owner, breeder. Teach other animals. Discuss farmers (ferme, fermier, agriculteur) and their roles in U. S. and France. Jobs in Department of Agriculture that might take one to France. Jobs in industry selling farm equipment in France. "Echange" - discuss foreign exchange and daily fluctuation tie in with intertational banking

Unit Five: Main idea is the movies. Theater attendant, owner, actor, movie director, cameraman. Cinéma - same as Unit One, but expand. Discuss importance of foreign films, Cannes film festival, necessity for dubbing, actors and actresses, foreign language locations or French lines in American films. Same with Theatre. Mention music careers; popularity of jazz and rock in France and the necessity for some French for good human relations. Discuss importance of railroad transportation in France.

Unit Six: Two main ideas in this unit: education and cooking. Careers in education are numerous - teaching, administration, supervision. Careers in cooking are chef, manager of restaurant, menu writer or planner. Show students French menus. Discuss terms (à la Provençale, etc.) and careers in French cuisine - cooking and training in France; French terms; workers in French restaurants near D. C.; printers of French menus. Careers - cuisinier. Foods - bouillabaisse, escargots, etc.

Unit Seven: Deals with the theater - (see Unit Five)

Unit Eight: The mailman and the concierge suggests the mailman or carrier and an apartment manager or director; motel director.

Unit Nine: Touring a foreign country - tour guide, hotel manager, resort manager, travel agent. See American Express Europe Book - it states that tour guides must speak several languages.

Unit Ten: This unit also deals with education; discuss in more detail French educational system - requirements for jobs, degrees, etc.

Unit Eleven: Unit deals with the telephone. Jobs such as telephone operator, repairman, communications workers. Teach some necessary telephone vocabulary such as raccrocher, numéro, etc.

Unit Twelve: Unit tells about shopping - careers in the department stores, shop owners, clerk. Teach terms such as "Vous désirez; solde" etc.

A-LM French - Level Two

Unit Thirteen: Photography is briefly mentioned here - photographer, developer, designer of photographic equipment. Teaches musical instruments, suggests careers in music.

Unit Fourteen: Education is mentioned here again (See Unit Six)

Unit Fifteen: Summer vacations careers such as those found in resorts, recreational facilities, tour agencies, real estate agencies; also a variety of jobs such as water skiing or swimming instructor.

Unit Sixteen: The reading selections of this unit suggest a separate career. The basic material one deals with is that of a barber. The basic material in part two suggests a news broadcaster. The reading selections are concerned with a disc jockey. Suggestion of a hair-dressing career - coiffeur is also used in this country.

Unit Seventeen: This unit is centered around a bicycle race. The only careers suggested here are a cyclist or a judge.

Unit Eighteen: Since a survey is taken in this part of this unit, the jobs suggested would be that of a pollster. Supplement suggests designing, librarian and other careers. The survey suggests the possibility of a simple survey - en français - of career interests, favorite classes, pastimes, etc.

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Unit Nineteen: Two of the reading selections concern themselves with boating. Such professions as shipping, fishing, tour boating, ship's captain, merchant marine, social director, and shipbuilding are connected.

Unit Twenty: The introductory material to this unit deals with a marketplace and in connection, in the supplementary material, the occupations of baker, butcher, dairyman and pastryman are mentioned. Suggests discussion of restaurant as in Unit Six.

Unit Twenty-one: The central theme of this chapter is the castles of the Loire Valley. The occupations related to this are historian, architect, tour guide and museum curator.

Unit Twenty-two: The basic material of this unit deals with the field of archaeology. In the other two reading selections, various careers are discussed, some of which include a doctor, lawyer, engineer, nurse, and airline stewardess. Mention the Caves of Lascaux. There is a lot of digging going on in France.

Unit Twenty-three: In this unit the reading selection deals with education (The basic material only faintly suggests a homemaker). The careers in education as previously mentioned in Unit Fourteen, include teacher, special education, administrator, and a member of the school board.

Unit Twenty-four: This unit deals with tour agencies or travel agencies. Jobs such as tour guide, travel agent, hotel manager or clerk are connected with these subjects. Reading selections are on hotel and resort sites for vacationing. Also maid and landlord.

Unit Twenty-five: The Theater - actor, actress, director, stage manager, cameraman, make-up artist, stagehand, talent agent, theater attendant. The French theater has been especially dynamic in the 20th century. Many French plays have been translated and performed in the U.S., such as "Tiger at the Gates" and "The Lark".

Unit Twenty-six: Car and car repairs: auto mechanic, station attendant, owner, racing car driver, garageman, policeman. Discuss popularity of foreign cars - need for foreign correspondance in importing cars, parts, etc.

In the following sections, a less detailed outline will be presented. Careers will be simply listed for each unit. The previous section may be helpful in presenting specific ideas for developing the Career Education theme on a daily basis.

A-LM French - Level Three

Unit Twenty-seven: Youth of France talking about occupations in "Réalités"; mechanic, government employee, typesetter, electrician, mason, driver, chef, etc.

Unit Twenty-eight: Crime prevention, investigator, policeman, law

Unit Twenty-nine: Reading passage - school is mentioned - education. Teachers, counselors, administration, supervision, member of the board of education.

Unit Thirty: Basic material deals with a governess or nursemaid

Unit Thirty-one: Suggests three careers previously discussed - landlady, education, policework; also - homemaker.

Unit Thirty-two: Basic material on a farm - farmer, rancher, sharecropper, Department of Agriculture workers, insects.

Unit Thirty-three: Local newspaper - career journalist, editor, reporter, typesetter, printer, owner of newspaper, correspondant

Unit Thirty-four: Basic material and reading - trains. Engineer, conductor, ticket seller, stationmaster, mechanic.

Unit Thirty-five: Basic material deals with a man in the army. Military careers and foreign languages.

A-LM French - Level Four

Unit Thirty-six: French Revolution. Military careers, historian.

Unit Thirty-seven: The French Peasant. Harvester, vegetable and fruit picker, agricultural workers, laborer, modes of transportation, farmer (France is mostly farmland), roads, factory worker, census taker, government worker, clerical, economist, county or state worker, urban science.

Unit Thirty-eight: Man and His Destiny. Journalist, insurance salesman, writer, law officer, landlord, city marshall, deputy sheriff, seamstress, furniture buyer, registrar.

Unit Thirty-nine: Man and Nature. Geologist, professional skiers (cross-country, racing, jumping), boatman, tobagganist, rescue worker (land, sea, air), meteorologist, ecologist, cartographer, oceanographer, broadcaster, environmentalist, forest ranger, agriculture, logger, officer of breeding horses or animals, engineers, horse racers, hunter, biologist, zoologist, entymologist, fireman, constructor, builder, carpenter, meter-reader, botanist, land-tiller.

Unit Forty: College students and high-school students. Student government leader, researcher, examiner, surgeon, sociologist, police, American Express teller, clerk, tour guide, housewife, librarian, principal, educational counselor, tutor, educator.

Unit Forty-one: Albert Camus. Factory worker, barrel maker, vintner, foreman, director, laundress, telegrapher, owner of laundry, dry cleaner, arbitrator, caterer.

Unit Forty-two: Paris in the Year 2000. Urbanologist, futuristic architect, cartographer, engineer (satellite city designer), airport designer, transportation specialist, city planner (parks and streets), computer operator, airport director, pilot, police, air traffic, restaurant careers, train attendant, metro conductor, preservationist, electrician, geologist, baggage attendant, electronics, security guards, real estate agent, taxi/chauffeur, clothing designer, astrologist, garbage man, medicine.

Unit Forty-three: Painters of Monmartre. Artist, designer, art director, art historian, architect, landscapist, art critic, graphic designer, geometrist, painter.

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Comencemos - Level One - Grade Seven

Lesson 1: guapo, feo - should looks influence attitude toward a person? or job opportunities? muchacho-muchacha - sex discrimination; attitudes in the Hispanic world; Cubans in the United States - language problems and problems in getting jobs.

Lesson 2: teléfono - telefonista

Lesson 3: suggests teacher, homemaker, salesclerk; necessity of study and good grades; "trabaja" suggests other words related to work; ask "Where does your father/mother work?" Teach office, factory.

Lesson 4: Suggests cook, journalist, movie careers

Lesson 5: Health services; "tiene que" can be used with necessity for study and work; Lectura brings in American companies overseas.

Lesson 6: This and preceeding lesson also bring in leisure time activities. Recreation and tourism industry jobs.

Lesson 7: Modern Mexican architecture is especially dynamic: architect

Lesson 8: Careers in travel industry.

Lesson 9: Many unrealistic youngsters want to be professional sports players. A little realistic discussion is called for here. "All", "want", and "can" very useful.

Lesson 10: Careers in travel industry. Teach stewardess, pilot, announcer, review "empleado" etc. Usefulness of foreign languages.

Lesson 11: Leisure time activities. Availability and ease of travel to foreign-speaking places. Tourist industry.

Lesson 12: Writer - Miguel de Cervantes. Don Quijote wanted to be a knight long after there was a call for knights - perfect lead-in for a discussion on realistic careers and aspirations.

Lesson 13: Climate affects people's lives and careers. Variety of dialects may interest students in careers in linguistics.

Lesson 14: Law enforcement

Lesson 15: architect, musician, naturalist, aviation, tourism, farming, archaeology

Sigamos - Level One - Grade Eight

Lesson 1: architect, musician, naturalist, aviation, tourism, farming, archaeology

Lesson 2: Prado suggests importance of Spanish art. Artist, curator, teacher. Social functions - review politeness expressions and their importance in meeting peopl e.

Lesson 3: Suggests American companies overseas. Families often accompany businessman.

Lesson 4: Historian, military, religion.

Lesson 5: Historian, archaeologist, Peace Corps

Lesson 6: The cycle of daily life is the same for workers as for students: get up, dressed, go to work, come home, eat, rest, go to bed. get up. . . etc. Many students think of adulthood as absolute freedom to do what they want.

Lesson 7: Politics, comparative government, stability in government

Lesson 8: Lamplighter suggests discussion of professions which have disappeared such as chimney sweeps and the need for realistic and flexible planning for the future (Future Shock by Alvin Toffler)

Lesson 9: Career opportunities in working with the deaf, blind and other handicapped people; the need for compassion. Ability of handicapped workers.

Lesson 10: Careers in foods, teaching, dietician, restaurant work.

Lesson 11: The value of the simple life and foolishness of affectation.

Lesson 12: Excellent lesson for discussion of the future, its environment an careers. The need for foreign languages is obvious.

Lesson 13: May interest students in the field of linguistics, dialectology, dialect geography.

Suggested field trips for the teacher:
foreign restaurants, films, plays, embassies, export/import firms, newspapers, TV and radio stations, museums, hospitals, the Voice of America.

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Learning Spanish the Modern Way - One

Lesson 1: education - teacher, administrator, counselor, librarian

Lesson 2: education (see lesson 1), exchange students

Lesson 3: education (see lesson 1)

Lesson 4: education (see lesson 1)

Lesson 5: education (see lesson 1), fireman, police, rescue work, journalism, tourist services

Lesson 6: restaurant, waiter, waitress, chef, cashier, marketing, fashions

Lesson 7: telephone operator, sports, education, transportation

Lesson 8: exchange student, tourism

Lesson 9: construction, interior decorating, architecture, electrician, real estate, rental agent

Lesson 10: homemaker

Lesson 11: tourism, exchange student, shipping, aviation

Lesson 12: exchange student, tourism, transportation

Lesson 13: historian, cartographer, archaeologist, anthropologist, shipping, meteorologist

Lesson 14: historian, archaeologist, anthropologist, painter (artist), journalist, architect, transportation, zoologist

Lesson 15: architect, anthropology, archaeology, historian, geologist, medicine

Español: A Descubrirlo - Level One

Lesson 1: nationalities

Lesson 2: department store occupations, resorts, music, sports, boats, fishing, meteorology

Lesson 3: marketing, butcher, baker, park attendant

Lesson 4: letter writing, international business opportunities, architect, city planner

Lesson 5: health services, photography, botanist, fashion designer, shoemaker (designer), jeweler, geologist, theater, motion pictures, restaurant, office worker, historian, hotel workers, anthropologist, architict, rental agent

Lesson 6: sports, farming, homemaker, social worker, military officer, politician, penal institutions, police.

Lesson 7: tourism, airport services, pilot, steward/stewardess, architec urban scientist, government, social worker, student, farmer, geologist

Lesson 8: winter sports, medicine, farming, cattleman, theater, fashions, office work, hotel work, restaurant work, botanist, architect, linguist, conservationist, fishing, hunting, mountain climbing

Lesson 9: tourism, railroad occupations, archaeologist, missionary, historian, social worker

Lesson 10: bus/taxi driver, mathematician, scientist, physicist, historian, linguist, restaurant occupations, telephone operator

Lesson 11: bus/taxi driver, department store clerk, curator, sculptor, architect, electrician, restaurant/night club occupations, writer, painter

Lesson 12: office careers (secretary, clerk, typist), farming, Peace Corps poultry raising, aviation, animal husbandry, cooking

Lesson 13: literature, history, poet, military occupations

Lesson 14: homemaking, farming, fishing, restaurant occupations

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Lesson 15: religion, entymologist, horticulture, poet

Lesson 16: construction, mining, literature, medicine

Lesson 17: medicine, railroad occupations

Lesson 18: space exploration, science, engineering, aviation, communications, television, theater, social work, journalism, medicine, office work, fireman, bank teller, auto mechanic, labor unions, linguist

Español: A Sentirlo - Level Two

Lesson 1: horticulture, religion, shipping, hotel occupations

Lesson 2: anthropology, archaeology, social work, historian, industry, bus driver, airport occupations, policeman

Lesson 3: port worker, export/import, opera, theater, railroad

Lesson 4: restaurant, waiter/waitress

Lesson 5: exchange student, politics, music, sports, post office

Lesson 6: anthropology, archaeology, history, art, industry, farming, social worker, busdriver

Lesson 7: journalism, teaching, policeman

Lesson 8: cinema, journalism, restaurant, gas station

Lesson 9: literature, banking

Lesson 10: naturalist, historian, social work, market, fishing, arts and crafts, department store

Lesson 11: anthropology, archaeology, dry cleaner

Lesson 12: shipping, history, construction, military, barber

Lesson 13: farming, military, tour guide, butcher

Lesson 14: import/export, social work, tour guide, sports, shipping, resort work, music

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La Fuente Hispana - Level Three

Lesson 1: marketing, butcher, farming

Lesson 2: psychiatrist, musician, medicine

Lesson 3: social work, police

Lesson 4: fish market, dry cleaners, rental office

Lesson 5: music, poetry, social work, religion, hotel worker

Lesson 6: military, ticket office

Lesson 7: tour guide, resort

Lesson 8: historian, poet, women's fashions

Lesson 9: social work, historian, department store

Lesson 10: sports, college (exchange student)

Lesson 11: tourism, transportation

Lesson 12: historian, anthropologist, archaeologist, airport worker

Lesson 13: literature, military, hardware store

Lesson 14: anthropologist, biologist, historian, religion, office

Lesson 15: religion, literature, artist, medicine, restaurant

Lesson 16: poet, politics, pharmacy

Galería Hispánica - Level Four

Lesson 1: naturalist, humorist, farming, religion, post office, military, journalist

Lesson 2: naturalist, sports, acting, music, radio, journalist

Lesson 3: military, historian

Lesson 4: anthropology, archaeology, literature

Lesson 5: religion, ornithology, superstitions

Lesson 6: psychology, drama

Lesson 7: anthropology, social work, linguistics

Lesson 8: history, industry, military

Lesson 9: human relations, social work, religion, poet, artist, philosopher, policeman

Lesson 10: horticulture, zoology, cinematography, photography, sports office work, beautician, veterinarian, philosopher, historian, oceanographer

Lesson 11: poet, dramatist, linguistics expert, etymologist, agriculturalist, government worker, historian

Lesson 12: religion, military, construction, agriculture, TV, radio

Lesson 13: foods, religion, music, pharmacy, communications, carpentry, police

Lesson 14: military, history, religion, farming, politics

Lesson 15: religion, sports, journalism

Lesson 16: pyrotechnics, sports

Lesson 17: gastronomy, vintner, horticulture

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SECTION THREE

In the following section are specific suggestions for student activities in the junior and senior high schools. The activities are aligned from awareness to decision-making levels.

The first section is for those students who intend to use a foreign language as a primary skill in their career.

The second section is designed for those students who may use a foreign language as a secondary skill in connection with another career.

Foreign Language as a Primary Skill

TEACHING A FOREIGN LANGUAGE:

Junior High:

A. Make a list of requirements for teaching foreign languages in secondary schools.
B. Investigate job prospects for foreign language teachers and advisability of specializing in several languages.
C. Interview a college professor in the foreign language field. Ask about educational requirements, teaching opportunities and conditions.
D. Visit an advanced foreign language class.
E. Act as an aid to a foreign language teacher in your school.
F. Tutor lower level students in foreign languages.
G. Volunteer to tutor foreign students in the English language.
H. Act as a guide to a foreign student

Senior High:

A. Tutor students at lower level in foreign languages.
B. Work in school office as interpreter/translator for foreign visitors, students, and correspondence.
C. Become permanant aid to a foreign language teacher; teach small groups, grade papers, type and run off tests, make visual aids, and bulletin boards.
D. Teach a group in an elementary school some elementary foreign language phrases.
E. Write a guide to necessary expressions for teachers and other personnel in school who have to deal with foreign students speaking your language (Spanish especially); include a pronunciation guide.
F. Teach a group of teachers and other personnel useful expressions in dealing with students who speak your foreign language.

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TRANSLATOR AND INTERPRETER:

Junior High:

A. Determine educational requirements and foreign language skills required for translators and interpreters.
B. List the universities which offer training and diplomas in translating and interpreting. Write to these schools for entrance requirements and details.
C. Interview a translator or interpreter to determine the type of work done and training necessary.
D. Investigate job opportunities and salary scales for translators and interpreters with the Federal Government, law enforcement agencies, local businesses, etc.
E. Serve as an interpreter/translator for your school in dealing with foreign visitors, students, correspondence.

Senior High:

A. Serve as interpreter/translator for your school.
B. Spend a day on the job with an interpreter or translator.
C. Practice translating news articles and/or letters (English to your foreign language, foreign language to English).
D. Get a summer job as a tour guide for foreign visitors.
E. Get a part-time job using your translating skills.
F. Get a part-time job as an assistant to a translator.

ART

Junior High:

A. Study the history of art in France, Germany, etc.
B. Make a bulletin board for your foreign language or art teacher of reproductions of foreign artists' works.
C. Visit a local museum.
D. Investigate art schools and the possibility of studying abroad.

Senior High:

A. Visit your local museum. Take a tour, if possible, in your foreign language.
B. Get a job where your foreign language might be useful: museum, art dealer/importer, or fashion design firm.
C. Compile educational requirements, salaries, and opportunities for these art and foreign language related careers: art historian, architect, cartographer, fashion designer, illustrator.

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Suggested movies: "The Louvre", "The Prado", "John James Audubon" (available at the Audio-Visual Center of Prince George's County, located in Bladensburg, Maryland)

BUSINESS EDUCATION: Steno/Secretary/Receptionist

Junior High:

A. Keep a file of classified ads for bilingual secretarial positions. Chart salaries.
B. Interview a bilingual secretary to discuss foreign language skill requirements, and working conditions.
C. Volunteer to help the office with any foreign correspondence.

Senior High:

A. Practice typing in the foreign language. Type work for foreign language class; type tests for foreign language teachers.
B. Learn and practice format for foreign language letters.
C. Spend a day with a bilingual secretary/receptionist
D. Act as receptionist/guide for foreign visitors to school.
E. Construct practice business letters in the foreign language.
F. Answer a classified ad for a bi-lingual position. Discuss salaries, working conditions, requirements, etc. with interviewer.
G. If you have good shorthand skills, investigate adapted shorthand systems in other languages. Lacaze Language School offers a course in bi-lingual secretarial skills (Spanish). Shorthand book may be available in their bookstore.
H. Get a part-time job with an import/export or other firm where foreign language skill is helpful.

BUSINESS EDUCATION: Salesperson/Clerk, etc.

Junior and Senior High:

A. Keep a file of classified ads for jobs requiring some skill in a foreign language.
B. Interview a clerk, auto salesperson, or other business person who uses a foreign language in daily work. Determine salary, and working conditions.
C. Shop in a store where a lot of foreign language is spoken.
D. Learn foreign language terms needed in sales. (See list in Special Education/Diversified Occupations section).
E. Volunteer to make foreign language posters and signs for a store in an area where a lot of a particular language is spoken.
F. Get a job in a store where you might use a foreign language.

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Other careers:

Managerial and executive positions such as production managers, marketing managers, export-import managers, advertising managers, vice-presidents, etc. are available to those who have good skills in a foreign language as well as in their own field with export-import, utility, oil, pharmaceutical, cosmetic, consumer-packaged food, manufacturing and many other companies. Many are very high-paying jobs.

Foreign Language as a Secondary Skill

ENGLISH: Journalism

Junior High:

A. Investigate the catalogs of several schools and universities to determine entrance and graduation requirements for a degree in journalism. Determine which universities, such as Ohio State, require proficiency in a foreign language.
B. Read article by foreign correspondent Loyal Gould "Languages in Communication: Expanded Opportunities for Language Majors in Business and Industry" ADFL Bulletin, 4, 3 (March, 1973)
C. Read Career World magazine, Curriculum Innovations Inc., Vol 2, No. 7, mid-March, 1974.
D. Practice interviewing in a foreign language with a student in your foreign-language class.
E. Interview a foreign student who speaks your foreign language.

Senior High:

A. Visit a local newspaper of TV/radio station - especially the teletype room where messages come through in foreign languages. Ask various people about their jobs and foreign language application. Try to find out how many foreign correspondents they have overseas and how many speak the language used in their assignment.
B. Spend a day with someone in journalism who is using your foreign language. Volunteer to help where you can.
C. Get a part-time job in which you can observe and learn the workings of journalism and the usefulness of a foreign language.

Related careers:

Teachers of English as a Foreign Language - should have experienced the problems of learning another language - should have some linguistic background (having studied a foreign language is helpful) - should have some understanding of other cultures.

Broadcasters - should be able to pronounce correctly: foreign names, foreign place names, foreign words and phrases such as "junta", "coup d'état", "laissez-faire", "troĭka".

Foreign Language as a Secondary Skill

HEALTH SERVICES:

Junior High:

A. Investigate the educational requirements for jobs from orderlies to doctors.
B. Check the want ads for hospital workers who speak a foreign language.
C. Ask one's doctor which foreign language he would advise one to study for various health careers.
D. Do volunteer work in a local hospital where one may be able to use one's foreign language.

Senior High:

A. Volunteer for the Red Cross Language Bank to aid with speakers of one's foreign language.
B. Get a part-time job in the health service field.

HOME ECONOMICS: Foods

Junior High:

A. Learn about the foods of the culture one is studying. Be sure to pronounce them correctly.
B. Visit the local restaurants serving these foods. Sample the foods and visit the kitchen if possible.
C. Prepare a demonstration meal for your home economics or foreign language class.
D. Determine training and educational requirements for careers as cooks, chefs, dieticians, and home economics teachers.

Senior High:

A. Act as aide to your home economics teacher.
B. Volunteer to aid a dietician at a social service organization.
C. Get a part-time job in a foreign restaurant.

HOME ECONOMICS: Clothing

Junior High:

A. Learn the many foreign terms used in fashion and sewing. Be sure to pronounce them correctly - especially those in French.
B. Determine the educational requirements and opportunities in teaching, fashion design, buying or marketing.

Senior High:

A. Study the foreign houses of design and keep up with changing styles. Students can prepare a booklet on foreign designers.
B. Get a part-time job where one can develop skills in selling, marketing, and one's foreign language.

SCIENCE AND MATH

Junior High:

A. Check the classified ads for many jobs in engineering, data analysis, accounting, international banking and related fields.
B. Contact international firms to determine availability of careers for scientists with foreign language skills, as well as salaries and education required.

Senior High:

A. Construct a list of technical vocabulary in your field. Look up and translate into your foreign language.
B. Practice reading scientific journals in your language.
C. Translate some elementary science into your language.
D. Visit a firm for a day. Inquire about a part-time job.

SOCIAL STUDIES: Social Worker

Junior High:

A. Contact several social service agencies to determine need for foreign language.
B. Read about the problems of foreign speakers in the area.
C. Volunteer to help foreign speakers in local stores or markets.

Senior High:

A. Do volunteer work for a social service with foreign-speaking children.
B. Work with a social worker helping where you can.
C. Attend affairs of the foreign-speaking community and get to know the people and culture.

Related careers:

Law: international law, law enforcement (Many cities offer Spanish for policemen and women.)

Military: liaison officer, diplomacy (Write to Georgetown University, School of Foreign Service for details).

Example of Language as a Secondary Skill

For Special Education / Diversified Occupations we make available the study of simple phrases which could be needed in working experiences. A pronunciation guide is included using English sounds.

	SPANISH
Do you sell. . .?	¿Vende usted. . ? (VEN-day oo-STED)
Yes, I see. . .	Sí, entiendo. (SEE, en-tee-EN-doh)
Here is (ære). . .	Aquí está (están). . . (Ah-KEE es-TAH - es-TAHN)
Do you have. . ?	¿Tiene usted? (Tee-EH-nay oo-STED)
Where is (are). . ?	¿Dónde está (están). . ? (DOHN-day es-TAH - es-TAHN)
Who is the manager?	¿Quién es el gerente? (Kee-EN es el hair-EN-tay)
I want. . .	Yo quiero. . . (Yo kee-AIR-oh)
Can you change. . .?	¿Puede usted cambiar. . ? (Poo-EH-day oo-STED kahm-bee-ARE)
May I help you?	¿En qué puedo servirle? (En kay poo-EH-doe sair-VEER-lay)
What color?	¿De qué color? (Day kay ko-LORE)
Mr. Mrs. Miss	Señor Señora Señorita (Sen-YOUR sen-YOUR-ah sen-your-EE-
Thank you.	Gracias. (GRAH-see-ahs)
What size?	¿De qué tamaño (talla)? (Day kay tah-MAHN-yo - TA-ya)
Sale!	¡Venta! (BANE-tah)

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It's a bargain.	Es una ganga. (Es OO-na GAHN-gah)
Cash or charge?	¿Paga usted ahora o a plazos? (PAH-ga oo-STED ah-O-rah o ah PLAH-sos)

FRENCH

Do you sell. . ?	Vendez-vous. . ? (VAHN-day voo)
Here is (are). . .	Voici (voila) (Vwah-SEE vwah-LA)
Do you have. . ?	Avez-vous. . ? (AH-vay voo)
Where is. . ?	Où se trouve. . ? (OO say troove)
Who is the manager?	Qui est le directeur? (Key eh luh deer-ek-TOUR)
I want. . .	Je veux. . . (Zhe voo)
Can you change. . ?	Pouvez-vous changer. . ? (POO-vay voo shahn-ZHAY)
May I help you?	Vous désirez? (Voo deh-seer-EH)
What color?	Quel coleur? (Kel kuh-LOOR)
Mr. Mrs. Miss	Monsieur, Madame, Madamoiselle (Miss-YOO mah-DAHM mahd-mwah-SEL)
Thank you.	Merci. (Mehr-SEE)

What size?	Quelle taille? (Kel tahy)
Sale!	Solde! (Sold)

GERMAN

Do you sell. . ?	Verkaufen Sie. . ? (Fair-COW-fen see)
Yes, I see.	Ja, Ich verstehe. (Ya, eeh fair-SCHTAY-uh)
Here is (are). . .	Hier ist (sind). . . (Heer ist - sint)
Do you have. . ?	Haben Sie. . ? (HA-ben see)
Where is (are). . ?	Wo ist (sind). . ? (Vo ist - sint)
Who is the manager?	Wer ist der Manager? (Vair ist dehr MAHN-ah-gair)
I want. . .	Ich will. . . (Eeh vil)
Can you change. . ?	Wechseln Sie Geld? (VEK-seln see gelt)
May I help you?	Darf Ich ihnen helfen? (darf eeh EE-nen HEL-fen)
What color?	Welche Farbe? (VEL-huh FAR-buh)
Mr. Mrs. Miss	Herr, Frau, Fräulein (Hair frau FROY-line)

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Thank you.	Danke. (DAHN-kuh)
What size?	Welche Grosse? (VEL-huh GRO-suh)
Sale!	Zu Verkaufen! (Tsu vair-COW-fen)
It's a bargain.	Es ist Billig. (Es ist BIL-lik)
Cash or charge?	Bezahlen Sie jetzt oder später? (Be-TZAL-en see yetst O-dair SCHPAY-ter)

Source for the German Section: Mr. Norman Morrison
Crossland Senior High School

AFTERTHOUGHT

It is easy and common in education to go overboard on one idea. This booklet on Career Education is intended to aid teachers in injecting the Career Education theme into their classrooms. It is not intended to give the idea that foreign language study is good only if it is completely useful.

The aesthetic and pleasurable aspect of knowing a foreign language should not be neglected: the satisfaction of understanding a song, a film, a play; of communicating with someone in a foreign tongue; of making new discoveries through a foreign language.

In the future world of extended leisure time and expanded leisure time activities, knowledge of a foreign language can add to the pleasure of many avocations and hobbies, such as: ham radio operation, gourmet cooking, sewing, reading, traveling, music and art appreciation, volunteer work, sports, photography, rock collecting, astronomy, astrology, and others.

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SECTION FOUR

POSSIBLE MINIPAKS FOR FRENCH - SPANISH - GERMAN

The Supermarket
Restaurant Work
Cuisine
Police Work
Architect/ City Planning
Archaeologists
Environmentalists
Tourist Guides
Oceanographer
Stewardess/ Airline Worker
The Office
Telephone Operator
Hotel Workers
Salesclerk
Journalist
Travel Agent
Taxi/ Bus Driver
Customs Inspector
Immigration Agent

SPECIALIZED MINIPAKS FOR FRENCH

Fashion Design
Dancers

SPECIALIZED MINIPAK FOR GERMAN AND RUSSIAN

Scientific Usage

SPECIALIZED MINIPAKS FOR LATIN

Medicine
Chemistry
Biology
Law

On the following pages, sample minipaks for Spanish (business letters) and French (the environment) are presented.

It is advisable that the teacher keep the answers separate from the body of the minipak.

SAMPLE MINIPAK FOR SPANISH

OBJECTIVES:

-- To learn how to use titles in Spanish.
-- To learn how to write addresses in Spanish.
-- To learn how to write the heading of a letter in Spanish.
-- To learn salutations for business letters in Spanish.
-- To learn conclusions for business letters in Spanish.
-- To learn common sentences which form the body of a business letter in Spanish.
-- To be able to correctly write a simple business letter in Spanish.
-- To be aware of the career opportunities in the bi-lingual secretarial field.

In this minipak you will learn some of the basic parts of business and commercial letters in Spanish. In general, the salutations and conclusions of business letters in Spanish are longer and less direct than in English. (A list of useful vocabulary will be found before the exercise section.)

A. Address on the envelope

The title of the person to whom you are writing begins with señor (Sr.), señora (Sra.), or señorita (Srta.). Sr. don (Sr. D.) may be used for a man, Sra. doña (Sra. Da.) for a married woman.

Señor don Carlos Rojas	Sr. D. Jorge Ortiz y Moreno
Srta. Carmen Villegas	Sra. doña María Ocampo de Pidal

In one of the above examples, note that Spanish surnames often include the name of the father (Ortiz) followed by the surname of the mother (Moreno). A married woman's name is her maiden name followed by "de" and the surname of her husband (Ocampo de Pidal). Two complete addresses to individuals are:

Sr. D. Luis Montenegro	Srta. María Muñoz
Calle 5 de Mayo, 26	Avenida Bolívar, 134
México 5, D. F.	Caracas, Venezuela

Two business addresses are:

Ocampo Hermanos (Hnos.)	Señores (Sres.) López Diaz y Cía, S. A.
Apartado (Postal) 583	Paseo de la Reforma 12
Buenos Aires, Argentina	México 2, D. F.

In an address you first write "calle" (street), "avenida" (avenue), "paseo" (boulevard), "camino" (road), or "plaza" (square), then the house or building number. "Apartado Postal" (post office box) may be abbreviated to "Apdo." The abbreviations "Cía." (compañía) and "S. A." (Sociedad Anónima) are equivalent to company and incorporated in English. "D. F." (Distrito Federal) is equivalent to D. C. in English - both Mexico City and Washington are not part of any state.

Airmail letters are marked "Via aérea," "Correo aéreo," or "Por avión." Special delivery letters are marked "Urgente," and registered letters are marked "Certificada."

If you think you understand all the terms, proceed to the first section of exercises. Do not use this section while you are completing the exercises. Check your answers with the answer sheet at the end of the unit. Do not proceed to the next section until you can do all exercises correctly.

B. The heading of the letter

The most common form of date line is:

Madrid, 4 de mayo de 1974

The month is not capitalized unless it is given first in the date. For the first day of the month "1º" (primero) is used; the other days are written 2, 3, 4 etc. Other forms of the date line are:

Lima, Junio 15, 1974 Quito, 1º abril de 1974

The address which precedes the salutation of the business letter is the same as that on the envelope.

Do the second section of exercises. As you did with section A, do not use this section while completing your answers. Check your answers with the answer sheet. When you can complete all exercises without error, proceed to section C.

C. Salutations for business letters

Salutations which may be used in business letters are:

Estimado señor (Dear Sir)
Muy estimado señor Pidal (Dear Mr. Pidal)
Muy distinguida señorita (Dear Miss)
Estimada señora Salas (Dear Mrs. Salas)

Salutations for business letters or those addressed to strangers, equivalent to "My dear Sir", "Dear Sir", "Dear Madam", "Gentlemen", etc. are:

Muy señor (Sr.) mío (from one person to one gentleman)
Muy señor nuestro (from a firm to a gentleman)
Muy señores (Sres.) míos (from one person to a firm or several persons)
Muy señores nuestros (from one firm to another firm)
Muy señorita nuestra (from a firm to a young woman)

Do the exercises for section C and check them with the answer sheet.

D. Conclusions for business letters

Common forms equivalent to "Sincerely (yours)", "Cordially yours", are:

Le saluda muy atentamente
Sinceramente
Muy atentamente
De usted muy cordialmente
Su seguro servidor (S. S. S.)
Sus seguros servidores (SS. SS. SS.)

Do the exercises for section D and check them with the answer sheet.

E. The body of business letters

The Spanish business letter usually begins with a sentence which states the purpose of the letter. Following are some examples:

Acabo (Acabamos) de recibir su carta del 15 de abril.
I (We) have just received your letter of April 15.

Nos complacemos en acusar recibo de. . .
We are pleased to acknowledge receipt of. . .

Tenemos el gusto de avisar a Ud. que hemos recibido. . .
We are pleased to tell (inform) you that we have received. .

Le ruego (suplico) tenga Ud. la bondad de enviarme. . .
Please (I ask you to please) send me. .

Adjunto enviamos giro bancario No. 35, del día 14 del corriente.
Enclosed find bank draft No. 35 of the 14th (of this month). . .

Adjunto le envío un giro postal por $5.00 que cubre el importe de. .
I am sending you a postal money order for $5.00 for the cost of.

Muchas gracias por su atenta carta del dos de mayo, en la cual me informa. . .
Many thanks for your (good) letter of May 2 in which you tell me. . .

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Some proper conclusions which might accompany these salutations are:

Reciba un saludo muy cordial de su amigo y servidor.
Cordial greetings from your friend.

Aprovecho esta oportunidad (ocasión) para ofrecerme su atento y seguro servidor (atto. y s. s.). . .
I take this opportunity to remain, sincerely yours. . .

En espera de sus gratas noticias, quedamos de Uds. attos. y ss. ss.
Awaiting good news from you, we remain, sincerely yours,

Me es grato quedar suyo afectísimo (afmo.) s. s.,
Sincerely yours,

Dando las anticipadas gracias por su atención en este asunto, me suscribo de Ud. atto. y s. s.,
Thanking you in advance for your attention in this matter, I remain, sincerely.

The Spanish conclusion usually requires more than a mere "Very truly yours" or "Sincerely yours". You must remember to be consistent in the agreement of salutations and conclusions; keep in mind whether the letter is addressed to a man or a woman, or to a firm, and whether the letter is signed by one person or by an individual for a firm.

Do the exercises for section E.

F. Translation of business letters

The following letter is translated freely from Spanish to English. It will show you how natural, idiomatic phrases in one language convey the same meaning in another. Read the letters aloud for practice.

Muy señores míos:

Me es grato avisarles a ustedes que acabo de recibir su atenta del 8 del actual y el ejemplar de su catálogo con la lista de precios que se sirvieron remitirme por separado.

Tengan ustedes la bondad de enviarme a la mayor brevedad posible ejemplares de los libros siguientes. . .

Adjunto hallarán un cheque por pesos 47, 20 en pago de la factura del 17 del pasado.

Quedo de ustedes su atto. y s. s.

(Spanish commonly uses a comma between pesos and centavos)

Gentlemen:

I am glad to inform you that I have just received your letter of January 8 and the copy of your catalogue with the list of prices which you kindly sent me under separate cover.

Please send me as soon as possible copies of the following books. . .

Enclosed you will find a check for $47. 20 (pesos) in payment of your bill of December 17 (of the 17th of last month).

Sincerely yours,

Do the exercises for section F.

VOCABULARIO ÚTIL

abonar - to credit
adjunto, -a - enclosed
(el) asunto - matter
avisar - to advise, inform
cargar - to charge
(el) catálogo - catalogue
comunicar - to inform, tell
dirigir - to address, direct
(el) ejemplar - copy
(el) envío - shipment, remittance
(la) factura - bill, invoice
(el) franqueo - postage
(el) giro - draft
(el) importe - cost, amount
(la) muestra - sample
ofrecer(se) - to offer (one's services)
(el) pago - payment
(el) pasado - last month
(el) pedido - order
permitirse - to take the liberty (to)
(el) recibo - receipt
referir(se) - to refer (to)
remitir - to remit, send
servirse - to be so kind as to
grato -a - kind, pleased

a la mayor brevedad posible - as soon as possible
a vuelta de correo - by return mail
acusar recibo de - to acknowledge receipt of
anticipar las gracias - to thank in advance
de antemano - in advance, beforehand
del actual (presente) - of the present month
en contestación - in reply to
en espera de - awaiting
en su cuenta - to one's account
giro postal - money order
hacer un pedido - to place (give) an order
lista de precios - price list
(nos) es grato - (we) are pleased to
paquete postal - parcel post
por separado - under separate cover
sírva(n)se (plus infinitive) - please, be pleased
tener el agrado (gusto) de - to be pleased to
tenga(n) Ud(s). la bondad de - please, have the kindness to

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EXERCISES

A. Address envelopes to the following:

Mr. John Gómez 137 University Avenue Santiago, Chile	Professor Charles Martín Box 562 Bogotá, Colombia
Miss Barbara Moreno 516 Reforma Boulevard Mexico City 2, Mexico	Mrs. Mary Ortiz 8 Independence Square Madrid, Spain

B. Write the following date lines and salutations:

1. Madrid, May 2, 1974; Dear Mr. Aguilar:
2. Barcelona, March 17, 1974; Dear Mrs. Rivas:
3. Granada, September 30, 1973; Dear Miss Muñoz:
4. Montevideo, January 2, 1972; Dear Dr. Palacios:

C. Write in Spanish:

1. Dear Sir: (from one person)
2. Dear Sir: (from a firm)
3. Gentlemen: (from one person)
4. Gentlemen: (from a firm)
5. Dear Madam: (from one person)
6. My dear Madam: (for a young woman)

D. Write in Spanish:

1. Sincerely
2. Very cordially
3. Yours sincerely

E. Translate into correct business English:

1. Ruego a ustedes tengan la bondad de darme informes. . .
2. Le doy a Ud. las gracias por su grato pedido.
3. Le acusamos recibo de su atenta del 3 de mayo.
4. Con su favor del 23 del pasado recibimos el giro postal por $20.
5. Adjunta le remitimos una muestra.
6. Con la presente tenemos el gusto de remitir a ustedes un cheque No. 473. . .
7. Su carta del 15 del presente fue referida a nuestra gerente.
8. Tengo el gusto de referirme al pedido que se sirvió hacerme. . .

In this section, give approximate translations for the following conclusions, and indicate whether the signature would be that of an individual or a firm:

9. En espera de sus gratas noticias le envía un cordial saludo su buen amigo,
10. Nos es grato saludarla atentamente,
11. Muy cordialmente le saluda su afmo. y s. s.,
12. Sin otro asunto, quedo de Ud. como su atento amigo y seguro servidor,
13. Sin otro asunto, quedamos como sus attos. y ss. ss.,
14. Aprovecha esta oportunidad para saludarle con la mayor consideración,
15. Aprovechamos esta ocasión para saludar a ustedes muy atentamente, suyos affmos. y ss. ss.,
16. Anticipándole las gracias por su atención en este asunto, saluda a Ud. muy atentamente,

F. Freely translate the following letter into English:

Muy señor nuestro:

Acusamos recibo de su favor del 11 del presente, en que hallamos adjunto su cheque por pesos 47, 20, que abonamos en su cuenta, y por el cual le damos a Ud. las gracias.

Hoy le enviamos a vuelta de correo el pedido de libros que se sirvió hacernos, cuyo importe cargamos en su cuenta.

En espera de sus nuevos gratos pedidos, nos es grato ofrecernos sus afmos. attos. amigos y ss. ss.

Write in Spanish:

Dear Mr. Diaz:

We acknowledge receipt of your letter of May 17 and under separate cover we are sending you the price list you asked for. Upon receiving your order, we shall send the shipment by return mail.

Thanking you in advance, we remain,
Sincerely yours,

Dear Miss Ortega:

In reply to your letter of the 23rd of this month, I am pleased to send you by air mail a free sample.

Awaiting good news from you, we remain,
Sincerely yours,

ANSWERS

A.

Sr. Juan Gómez
Avenida de la Universidad, 137
Santiago, Chile

Profesor Carlos Martín
Apartado Postal 562
Bogotá, Colombia

Srta. Bárbara Moreno
Paseo de la Reforma, 516
México 2, D. F.

Sra. María Ortiz
Plaza de la Independencia, 8
Madrid, España

B.
1. Madrid, 2 de mayo de 1974; Muy estimado señor Aguilar:
2. Barcelona, 17 de marzo de 1974; Estimada señora Rivas:
3. Granada, 30 de septiembre de 1973; Estimada señorita Muñoz:
4. Montevideo, 2 de enero de 1972; Muy estimado Dr. Palacios:

C.
1. Muy señor mío:
2. Muy señor nuestro:
3. Muy señores míos:
4. Muy señores nuestros:
5. Muy señora mía:
6. Muy señorita mía:

D.
1. Sinceramente
2. De usted muy cordialmente
3. Su seguro servidor (s. s. s.)

E.
1. Please informe me about. . .
2. Thank you for your order.
3. We acknowledge receipt of your letter of May 3.
4. We have received a postal money order for $20 with your letter of the 23rd of last month.
5. We attach a sample.
6. We are attaching check No. 473.
7. Your letter of the 15th of this month was referred to our manager.
8. I refer to the order which you sent me. . .
9. Awaiting good news from you, I remain cordially yours, (individual)
10. Sincerely yours, (firm)
11. I remain sincerely, (individual)
12. Very truly yours, (individual)
13. Very truly yours, (firm)
14. I take this opportunity to remain sincerely yours, (individual)
15. We take this opportunity to remain sincerely yours, (firm)
16. Thanking you in advance for your attention in this matter, sincerely, (individual)

F. Dear Sir:

We acknowledge receipt of your letter of January 11, in which we found enclosed your check for $47.20 (pesos), which we are crediting to your account, and for which we thank you.

Today we are sending you by return mail the order for books which you kindly sent us, the amount of which we are charging to your account.

Awaiting other kind orders from you, we remain,

Sincerely yours,

Muy estimado señor Díaz:

Acusamos recibo de su atenta del 17 de mayo y por separado le enviamos la lista de precios que nos pidió. Al recibir su pedido enviaremos el envío a vuelta de correo.

Dando las anticipadas gracias por su atención en este asunto, nos es grato quedar ss. ss. ss.

Estimada señorita Ortega:

En contestación a su favor del 23 del actual, me es grato enviarle por correo aéreo una muestra.

En espera de sus gratas noticias quedamos de Ud. attos. y ss. ss.

(El Español al Día - Book 2 - D. C. Heath, 1964 - pages 246-253)

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Related Reading:

A-LM Spanish - Level Four - 2nd edition - pages 36-39
Lengua Activa One - pages 103 and 113
Amsco Workbook in Spanish - Three Years - page 355
Spanish IV-V Guide - Prince George's County - pages 130-155
French III - IV Guide - Prince George's County - pages 248-263

SAMPLE MINIPAK FOR FRENCH

OBJECTIVES:

-- To learn the technical vocabulary pertaining to nature.
-- To make students aware of environmental importance.
-- To make students aware of the many careers that can be investigated.
-- To increase the awareness of career opportunities in this minipak.
-- To have students collect news articles pertaining to all aspects of the environment and to have available when asked to present materials with given exercises.
-- To have students write to Haiti's minister of Forestry in French, seeking information on the forestation program now in progress.

In this minipak you will learn some of the technical vocabulary utilized in the nature unit, including various career terms and their functions.

Students will first acquaint themselves with the vocabulary for the unit. The teacher will present the vocabulary using some terms in a sentence and illustrating through pictures their meanings. (Ex: picture of the dam entitled "Sur La Dordogne" on page 130 of the A-LM French Level IV text.)

Have students select cognates from the vocabulary list.

The teacher will let students read "Peut-on Prévoir les Catastrophes Naturelles?" with tape. A-LM Level Four (Can One Predict Natural Catastrophies?) by Marcel Roubault.

Students discuss these questions:

Discutez ces questions:

1. Pourquoi l'homme semble-t-il avoir cessé de craindre la nature? A-t-il raison? Pourquoi? Donnez des exemples.
2. Pourquoi les risques naturels sont-ils actuellement, dans certains cas, plus grands qu'autrefois?
3. Pourquoi, d'après l'auteur, l'homme n'est-il jamais totalement impuissant devant les catastrophes naturelles?
4. Que sait-on au sujet des avalanches? Que peut-on faire pour éviter des accidents en cas d'avalanches?
5. Pourquoi et comment peut-on prévoir les éruptions volcaniques?
6. Quelles sont les catastrophes naturelles qui peuvent se produire en France?

7. Est-ce qu'il y a eu des tremblements de terre en France?
8. D'après l'auteur, est-ce que les Pouvoirs publics français prennent toutes les mésures nécessaires pour limiter les effets des catastrophes?
9. Quelles mesures l'auteur suggère-t-il pour le Midi de la France? Pour les zones d'avalanches? Pour les zones d'inondations?
10. D'après l'auteur, que devrait être la tâche du ministre de l'environnement?

Have students listen to French passages and indicate if the catastrophe is a flood, an earthquake, an avalanche, or a forest fire.

1. Les pluies qui tombent sans arrêt sur les Pyrénées ont entrainé une crue de toutes les rivières de la région de Toulouse. La Leze est sortie de son lit et a coupé à Ste. Suzanne la route départementale no. 9 qui est recouverte d'un mètre d'eau. (une inondation)

2. C'est Arette, une petite ville d'environ mille habitants, située au sud-ouest de la ville de Pau, dans les Pyrénées, qui, jusqu'au présent, a le plus souffert du séisme. La terre a continué de trembler toute la nuit. Ce matin à 7h20 une très forte sécousse accompagnée d'un coup semblable à un coup de tonnerre a sécoué la région. Des murs se sont effondrés au centre du village. Il n'a pas encore été possible de se rendre compte de l'importance des dégats. (un tremblement de terre)

3. Le feu s'est déclaré en fin d'après-midi dans la forêt du Var. Le Mistral qui soufflait tres fort a transformé ce feu en catastrophe et a rendu la lutte presque impossible. Les pompiers se sont rendus immédiatement sur les lieux du désastre mais malgré tous leurs efforts et ceux des habitants de la région la forêt est presque entièrement détruite. (un incendie de forêt)

4. Il était 8h10 du matin lorsqu'une masse de neige large de 50 à 100 metres s'est abattue contre le chalet dans lequel la plupart des gens étaient en train de prendre leur petit déjeuner. La coulée de neige est venue du Dome, un des sommets de l'endroit. Un pavillon a été complete-ment détruit après avoir été déplacé de 40 mètres. (une avalanche)

5. Dans le département de la Gironde six mille hectares sont sous les eaux. Près de trois cents immeubles ont été détruits en partie et une centaine de villages sont isolés. Des bateaux apportent des provisions aux gens qui habitent au bord du fleuve. (une inondation)

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6. La sécousse de la nuit dernière a été ressentie de façon différente dans les villes et villages des Pyrénées. En plusieurs endroits, les habitants, surtout ceux qui habitent des étages élévés se sont affolés et se sont précipités dehors sans prendre le temps de s'habiller. (un tremblement de terre)

7. Aussitôt après la coulée de neige qui, dans la nuit de mercredi à jeudi a enseveli un sanatorium du plateau d'Assy, l'aide a été organisée dans tout le département de la Haute-Savoie. Jeudi, en fin de matinée, il était encore impossible de dire combien il y avait de morts, de blessés. (une avalanche)

Oral exercise:

Qu'est-ce que c'est qu'un météorologiste?
alpiniste
géologiste
ingénieur
naturaliste
écologiste
ministre de l'environnement
architecte
biologiste

Students will complete "Exercice de Vocabulaire"

1. C'est ce qui arrive lorsque les eaux d'un fleuve quittent son lit et recouvrent les terrains qui se trouvent autour. (une inondation)
2. C'est une vague très haute et isolée qui avance très profondement dans les terres. (un raz de marée)
3. C'est ce qui se passe lorsque ce qui est à l'intérieur d'un volcan en sort brusquement avec force. (une éruption volcanique)
4. C'est un mouvement qui fait bouger une surface solide et immobile, comme par exemple la terre. (un tremblement de terre)
5. C'est lorsqu'un terrain se déplace. (un glissement de terrain)
6. C'est une masse de neige qui dévale en entrainant des pierres, de la boue. . . (une avalanche)
7. C'est la personne qui étudie les rapports entre l'homme et son milieu naturel. (un écologiste)
8. C'est la science qui étudie le sol, les rochers, l'histoire de la terre. (la géologiste)
9. C'est un genre de mur qui protège des inondations. (une digue)

Suggested oral discussion questions:

1. L'auteur dit que l'homme ne craint pas la nature parce qu'il est enhardi par ses succés. A votre avis, l'homme a-t-il raison? Comment a-t-il dominé la nature, par example: dans le domaine de l'espace; dans le domaine sous-marin; en montagne.

2. Quelles sont les catastrophes que l'homme ne peut pas prévoir? Comment peut-il en limiter les conséquences?

3. Quelles catastrophes l'homme peut-il prévoir? Comment?

4. Quelle est la catastrophe qui vous impressionne le plus ou dont vous avez le plus peur? Pourquoi?

5. Avez-vous vu à la télévision, ou lu dans un journal ou entendu parler d'une catastrophe qui s'est produite et sur laquelle vous pouvez donner des détails?

6. De ces trois métiers: géologue, écologiste, météorologiste, y en a-t-il un que vous aimeriez exercer? Lequel? Pourquoi?

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Students will listen to the next story "Vive les Arbres" (page 143 on A-LM Level Four tape). Where have you seen a similar title such as "Vive les Arbres"? (Suggested response - Vive la France! - rallying cry of France)

Quelles sont vos idées quand vous voyez ce titre? What does this title suggest to you?
Les réponses:

1. la végétation
2. la pollution
3. les maladies de la forêt
4. la destruction des forêts pour les villes nouvelles
5. les froits pour protéger les forêts
6. les arbres qui suffrent de la pollution, etc.

Discutez le vocabularie particulier pour l'histoire sur la page.

Vocabulaire supplementaire:

nourrir - to nourish
arracher - to tear away
l'asphyxie - suffocation
la culture - crop
racheter - to repurchase
respirer - to breathe
nocif - harmful
taux - rate
biologiste - biologist
imprévu - unforseen
renverser - to reverse
boisée - wooded
aménagement - land development
épouvantable - dreadful
redresser - to straighten
dévastateurs - devastating
freiner - to restrain

(other vocabulary words are listed on each page)

Students will orally read "Vive les Arbres" (p. 143) discussing each section.

-- La Place de la forêt en France (French forest)
-- A Qui appartient la forêt? (To whom does the forest belong?)
-- L'Asphyxie des Arbres annonce celle des hommes. (The aspects of pollution on trees are made known to man)
-- Quand la Ville tue la forêt (Construction of new towns)
-- La Résurrection de la forêt (The restoration of the forest)

Questions on "Vive les Arbres":

1. Qu'est-ce que les arbres nous donnent? Comment remercions-nous la forêt? Qui essaie de protéger les arbres? Quel est son ennemi principal?

2. Y a-t-il plus ou moins de forêts en France maintenant qu'au milieu de dix-neuvième siècle? Pourquoi? Combien d'hectares de forêt prévoit-on pour l'an 2000?

3. Comment les arbres réagissent-ils à la pollution de l'air? Comment servent-ils de signal d'alarme? Pourquoi le taux de pollution augmente-t-il? Qu'est-ce qui inquiète les spécialistes? Qu'est-ce qui, en dehors de la forêt, est touché par la pollution de l'air?

4. Quel genre d'usine construit-on maintenant? A-t-on trouvé le moyen d'arrêter la pollution industrielle?

5. Que font les biologistes pour aider la forêt à survivre? Quels problèmes n'ont pas été résolus?

6. Pour quelles raisons l'homme détruit-il la forêt? Pourquoi veut-on que la route passe à travers la forêt? Pourquoi est-ce un faux calcul?

7. Qu'est-ce qui arrive aux arbres quand on bâtit en forêt? Comment la loi protège-t-elle la forêt des bâtisseurs?

8. Que montre le bilan de la lutte pour sauver la forêt? Qu'a fait l'administration des Eaux et Forêts pour la sauver? Comment les particuliers aident-ils la forêt?

9. Qui a eu l'idée de planter des pins près de Toulon? Comment l'idée lui est-elle venue?

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10. Depuis quand traite-t-on la forêt d'une manière scientifique? Pourquoi intéresse-t-elle les chercheurs? Que doit faire le public pour la sauver?

11. Que veut faire Nicole? Pourquoi a-t-elle choisi ce métier? Pourquoi fait-elle des études sur la forêt?

Students will write narration (following) as presented, or will write a composition using their collection of environmental articles collected at the beginning of the minipak.

Narration:
En vous aidant des expressions suivantes racontez comment la forêt renaît après avoir été détruite par le feu:

forêt/ calciné/ noir/ lugubre

branche/ tordu/ apparemment mort

feuilles/ vert/ apparaître

d'autres/ pousser/ tronc

aucun/ arbre voisin

au pied/ buisson/ surgir

rejets/ devenir/ arbres

l'un/ revivre/ tailler convenablement

l'autre/ garder/ sève/ racines

refaire/ vie foisonnante

forêt/ repartir/ inlassablement/ conquête/ monde

Students will listen to oral passages indicating who is speaking - an architect, a biologist, or a geologist.

1. L'arbre que vous voyez a droite mesure soixante mètres très exactement. Il a trois cent cinquante et un ans. C'est le sapin président. On le trouve dans la forêt de Joux dans le Jura. L'arbre qui se trouve au centre peut avoir de 3 à 4. 000 ans et mesure 120 mètres. C'est un sequoia. On le trouve en California. (un biologiste)

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2. Messieurs, regardez bien attentivement cette falaise. On peut à certains signes, à peine visibles il est vrai, se rendre compte que le terrain est prêt à glisser. Le glissement de terrain est un phénomène parfaitement connu. En effet, les ingénieurs qui construisent des routes ont du se pencher sur ce problème car il faut éviter de construire dans les régions glissantes. (un géologue)

3. L'enfant, mesdames et mesdemoiselles, l'enfant n'est point tout son père augmenté de toute sa mère. Il est la moitié de l'un plus la moitié de l'autre. De son père, de sa mère, c'est-à-dire de chacun d'eux, il tire son visage, son caractère, son âme. (un biologiste)

4. Nous savons, mesdames et messieurs que la production industrielle est une source de pollution et que cette pollution augmente avec la création de nouvelles usines. Comment protéger la forêt contre cette pollution? Et bien il faut trouver des arbres qui résistent aux polluants. Malheureusement, on n'a pas encore trouvé l'arbre qui résiste à tous les polluants. (un biologiste)

5. Il existe en France plusieurs sortes d'architecture. Il y a une architecture officielle des bâtiments de l'Etat qui comprend également les constructions scolaires. Ce genre d'architecture est en général assez médiocre. Il y a aussi l'architecture privée, où l'on trouve de bonnes choses, mais en petit nombre car en France la clientèle privée est assez rare. (un architecte)

6. Notre pays est-il menacé d'éruptions volcaniques? Je peux affirmer que non. En effet, les expériences effectuées dans le Massif Central ont permis de consater qu'il n'y a plus de laves à l'intérieur des volcans d'Auvergne. Ces volcans sont bien éteints et il n'est pas à craindre qu'ils se réveillent comme le cas s'est produit pour le Vésuve en Italie. (un géologue)

7. J'ai appris à conduire une équipe, à diriger des travaux. J'ai dirigé un service d'architecture. Nous avons préparé et lancé des projets de construction d'écoles, de petits hôpitaux, de bureaux de poste et surtout de logements, que nous réalisons toujours de la même manière. (un architecte)

8. Il y a des grands et des petits, des blonds et des bruns, des beaux et des laids, des faibles et des forts. Tout est représenté, le pire et l'excellent. Du mélange de deux individus: tout peut naître. (un biologiste)

9. Les paysans qui habitent dans les hautes vallées conaissent les risques d'avalanches. Leurs maisons et leurs villages sont rarements atteints parce qu'ils choississent de bons emplacements.

a. Les paysans des hautes vallées sont souvent victimes d'avalanches. (non)

b. Les paysans des hautes vallées savent où construire leurs maisons. (oui)

10. Aujourd'hui, les sports d'hiver sont très en vogue et les hautes vallées sont occupées au moment le plus dangereux de l'année. En outre, les hommes vivent dans un monde artificiel et ne sont plus conscients du risque naturel.

a. Les gens vont de plus en plus aux sports d'hiver. (oui)

b. Il y a beaucoup d'accidents dans les hautes vallées parce que les citadins ne se rendent pas compte du danger. (oui)

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11. La prévision des inondations est difficile parce que le temps qui s'écoule entre le moment où on sait qu'une crue va se produire et le moment ou elle se produit est très variable et aussi parce qu'on ne peut pas empêcher la pluie de tomber.

a. On sait toujours quand il va y avoir une inondation. (non)

b. On ne peut pas arrêter la pluie. (oui)

12. Les éruptions volcaniques sont précédées de signes, comme par exemple des dégagements de gaz qui permettent de prévenir les populations. On peut aussi ausculter les volcans en provoquant des tremblements de terre artificiels.

a. On peut prévoir les éruptions volcaniques. (oui)

b. Pour ausculter les volcans on provoque un tremblement de terre. (oui)

Culminating activities: Students will be responsible for one project using as suggestions the following ideas:

1. Students can make up cartoon strips in French as a culminating activity pertaining to the careers in nature discussed in the minipak.

2. Students can write French slogans pertaining to environmental careers to be placed throughout the school.

3. Students can make a collage of news articles of the seven categories of our environment.

4. Students can devise their own crossword puzzle or bubblegram.*

5. Students can write a poem in French about nature.

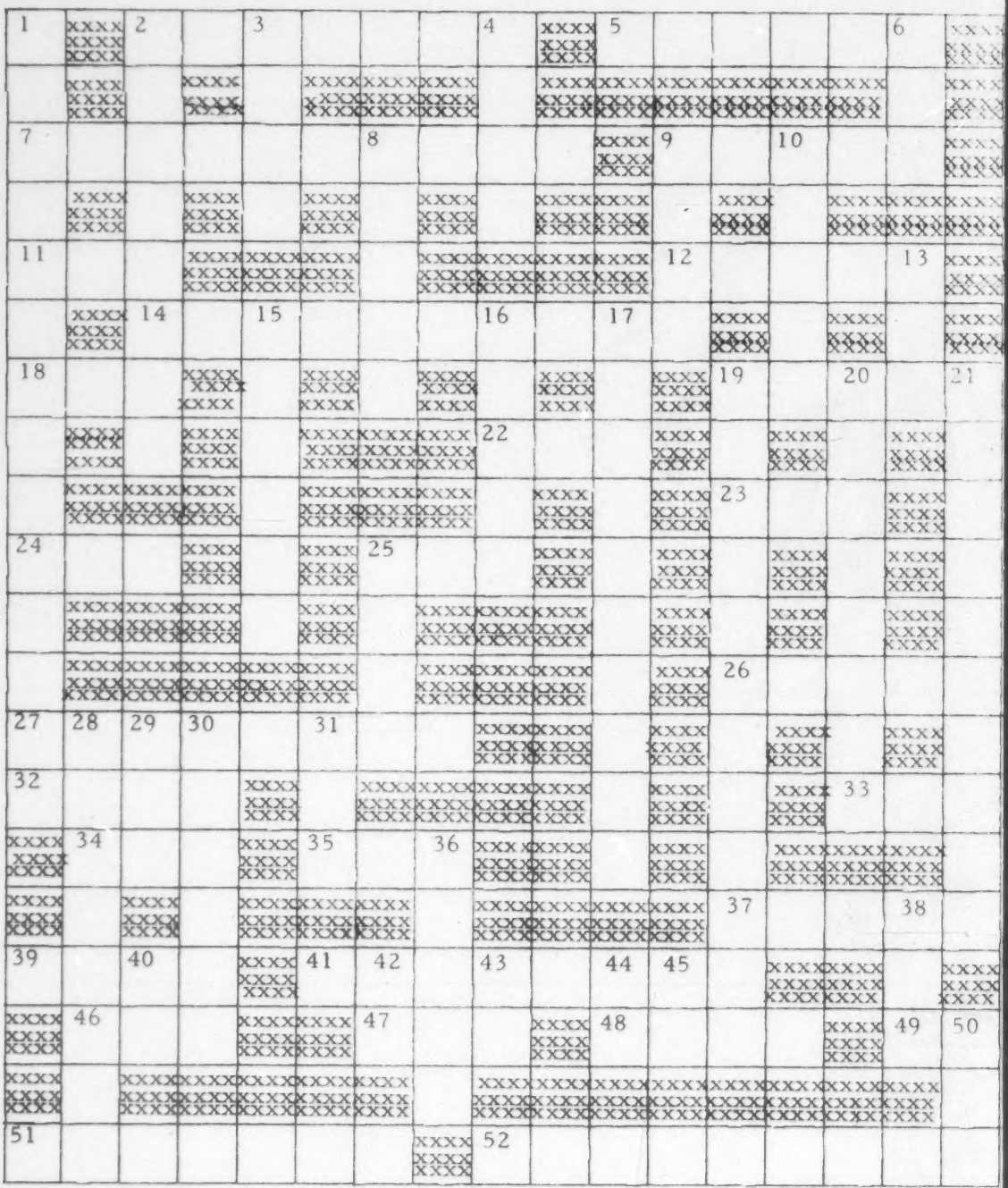
6. Students can write and/or present a skit on the environment in French.

7. Have students write for information about how they can help the Ministry of Forestry in Haiti.

8. Crossword puzzle.

* Similar to a crossword puzzle, but it can be in any shape - triangle, rectangle, flower, tree, etc. Letters are put in small circles (bubbles) as in a crossword puzzle, but they do not match horizontally and vertically as with a crossword puzzle. Most students know how a bubblegram functions.

MOTS CROISÉS - SUR L'ENVIRONNEMENT



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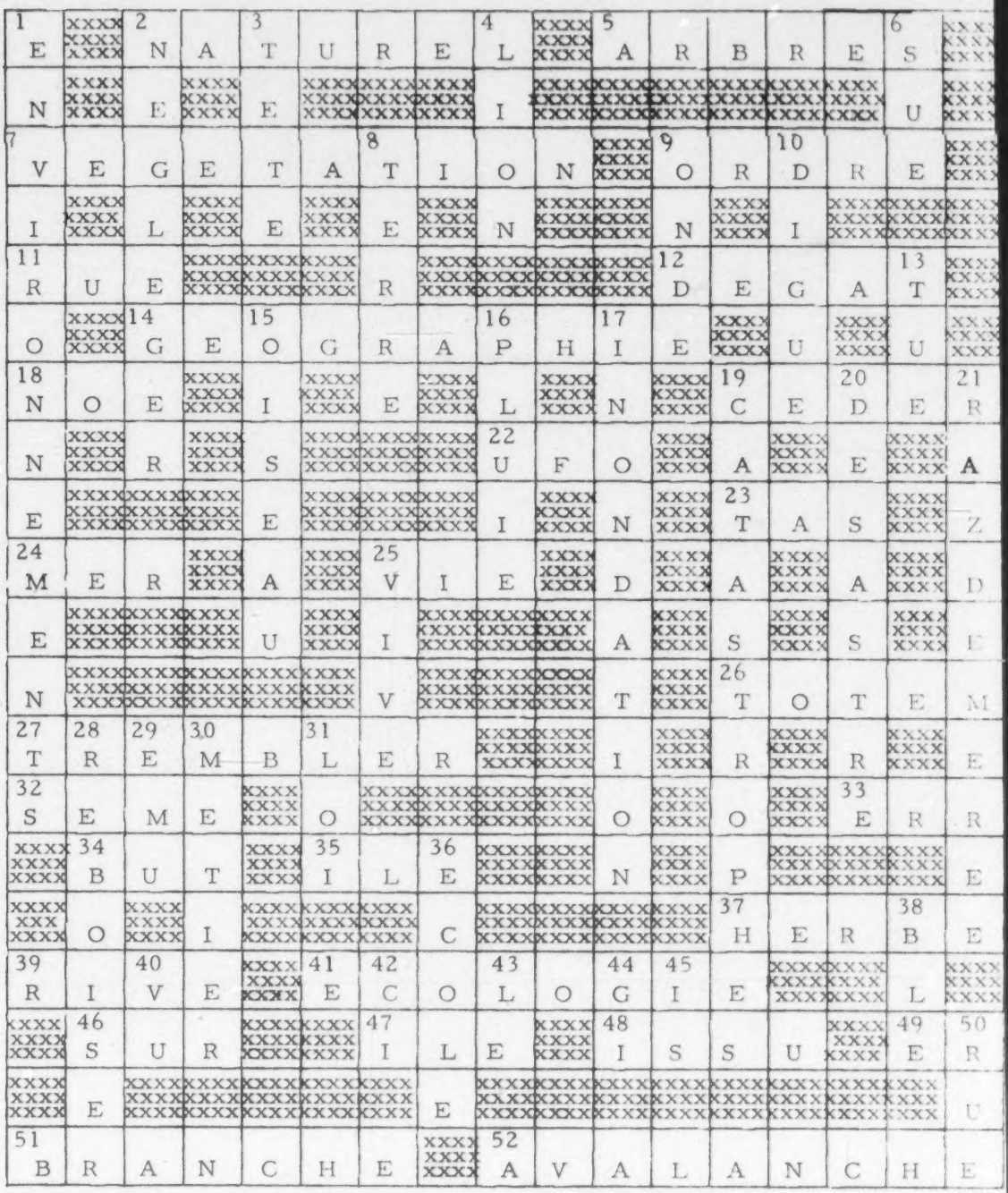
HORIZONTALEMENT

2. Ce qui s'agît de la nature.
5. Plantes essentielles.
7. Toutes les plantes du monde.
9. Il y a de l'____ dans l'univers.
11. Passage dans une ville.
12. Havoc.
14. Etude de la terre.
18. Dans la Bible, il a sauvé les animaux dans la Grande Inondation.
19. Yield.
22. Phenomène de l'espace qui donne peur aux hommes. (anglais: abbr.)
23. Beaucoup
24. Océan.
25. "C'est la ____".
26. Monument des Esquimaux.
27. Dans un séisme, la terre ____.
32. Seeds.
33. Fait une faute (anglais).
34. Goal; end.
35. Terre entourée par l'eau.
37. Grass.
39. Côte d'une rivière.
41. Etude de la Nature.
46. Direction.
47. Même: 35 horizontalement.
48. Né; produit par.
49. Terminaison de la première conjugaison.
51. Grande partie d'un arbre.
52. Grand glissement de neige.

VERTICALEMENT

1. Les situations dans lesquelles nous vivons.
2. Neglect.
3. Partie du corps.
4. Animal sauvage, endangéré.
8. Monde.
9. Agitation de la Mer.
10. Dike.
13. L'Homme a ____ beaucoup d'animaux.
15. Un animal qui vole.
16. Eau qui tombe du ciel.
17. Trop de pluie.
19. Grands désastres.
20. Synonyme pour 19 verticalement
21. Grande agitation de la mer (3 mots)
25. Contraire de morte.
28. Mettre des arbres dans une région vidée.
29. P. P. émouvoir.
30. Occupation.
31. Law.
36. Où on apprend.
38. Avec ceci, on fait le pain.
40. P. P. voir.
42. Ceci: abbr.
43. Article masculin, défini.
44. Oui (populaire).
45. Est (anglais).
50. Même que 11 horizontalement.

MOTS CROISÉS - SUR L'ENVIRONNEMENT - (solution)


1 E
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11 R U E R
12 D E G A
13 T
O 14 G E 15 O G R A 16 P H 17 I E U U
18 N O E I E L N 19 C E 20 D E 21 R
N R S 22 U F O A E A
E I N 23 T A S Z
24 M E R A 25 V I E D E
U I A S E
N V T 26 T O T E M
27 T 28 R 29 E 30 M B 31 L E R I R R E
32 S E M E O O O 33 E R R
34 B U T 35 I L 36 E N P E
O I C H E R 37 H 38 B E
39 R I 40 V E 41 E 42 C O 43 L O 44 G 45 I E L
46 S U R 47 I L E 48 I S S U 49 E 50 R
E U
51 B R A N C H E 52 A V A L A N C H E

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81

L'examen final:

Sur une bande répondez aux questions suivantes:

Expliquez ces catastrophes en bon français:

A. Une inondation

B. Un tremblement de terre

C. Une avalanche

D. Un incendie de forêt

Nommez cinq métiers mentionnés dans les deux histoires; expliquez les fonctions de chacun.

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- Quotidien
- Le Monde
- Washington Star-News
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Magazines:
- L'Express
- Paris Match
- Ça Va
- Chez-nous
- Jeune Afrique
- Passe-partout
- Bonjour
- Géographie de la France (Services Culturels de L'Ambassade de France)

Supplementary reading:

"L'Equilibre de la Nature" - Morgan and Kenney

"Voyage à la Lune" - Morgan and Kenney

Tape and filmstrip series "Voyage en France" - reels 5 and 6; "Caves of Lascaux" - filmstrips 5 and 6 (in all senior high schools)

"Lisons et discutons" - A-LM French Level Two Reader

"Corbeille de Mots" - J. Segelle - available from Gessler Publishing Company, New York

APPENDIX A

AGENCIES INVOLVED IN THE FOREIGN LANGUAGE FIELD:

American Council for Emigrés in the Professions, Inc., 345 East 46th Street, New York, N. Y., 10017

American Student Information Service, e. V. Jahnstrasse 56-A, Frankfurt/ Main, Germany. (Handles 3, 000 jobs in West Germany, mainly in farm work, factories, resorts, construction work, and counseling)

American Translators Association, P. O. Box 489, Madison Square Station, New York, N. Y., 10010

CARE (Cooperative for American Relief Everywhere), Director, Overseas Operations, 660 First Avenue, New York, N. Y., 10016

Center for Applied Linguistics, 1775 Massachusetts Avenue, N. W., Washington, D. C., 20036

Committee on International Exchange of Persons, Conference Board of Associated Research Councils, 2101 Constitution Avenue, N. W., Washington, D. C., 20418

Council on Student Travel, Inc., 777 United Nations Plaza, New York, N. Y., 10017

Institute of International Education, 809 United Nations Plaza, New York, N. Y., 10017

National Association for Foreign Student Affairs (NAFSA), 809 United Nations Plaza, New York, N. Y., 10017

National Association of Social Workers, 2 Park Avenue, New York, N. Y. 10016

The following organizations may have need for research assistants, clerks, administrators, interpreters, translators, and secretaries. Possibilities for travel to an overseas area on temporary duty exist in a limited number of cases. About 300 organizations are listed in "American Agencies Interested in International Affairs" which was compiled by the Council on Foreign Relations. Directories such as these can be found in most libraries.

Common Council for American Unity, 20 West 40th Street, New York, N. Y., 10018 (Russian translation program. Near East translation program. "English for Foreigners Series". Has staff of twenty-two full time and

twenty-six part time people. Apply to Executive Director. The Council maintains a weekly educational series in twenty-five languages to the foreign language press in the U. S. and radio stations broadcasting foreign language programs. Has letters-from-America program. Supplies local agencies information relative to immigration procedures).

Free Europe Committee, 2 Park Avenue, New York, N. Y., 10016 (Radio Free Europe service). The Free Europe University in Exile (Strasbourg). Supports students who are Iron Curtain refugees. Apply to president. Financial obligations taken care of through contributions and grants. This committee maintains close contact with leaders who have come from behind Iron Curtain countries through the National Council Division. Publishes a monthly periodical called "News from behind the Iron Curtain." Has Crusade for Freedom to raise funds and Mid-European Law Project to interpret legal documents from Iron Curtain countries.

APPENDIX B

It is important to continuously motivate students to achieve competency in foreign languages by assuring them that there is a wide range of vocational opportunities that include foreign languages. The following bibliography includes publications on the variety of uses of foreign languages in vocations.

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American Translators Association. "The United Nations and Multi-lingual Communication." A summarized report by Renée M. J. Pfister, New York: The Association, (February 15, 1963). Describes types of translators and précis writers needed, backlog and volume of material (translated into seventy languages) and training of workers.

Angel, Juvenal L. Careers in the Fields of Export, Import and Foreign Operations Field. 4th ed. New York: World Trade Academy Press, Inc., 1963. Presents qualifications of foreign commerce workers, location of employment, education and training, and schools offering training in the field. Looking for Employment in Foreign Countries. 5th ed. New York: World Trade Academy Press, Inc., 1961.

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APPENDIX C

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APPENDIX D

USEFUL ADDRESSES:

American Translators Association. P. O. Box 129, Croton-on-Hudson, New York, 10520.

Council on International Educational Exchange. 777 United Nations Plaza, New York, N. Y., 10017.

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For field trip information see: Directory of Educational Opportunities in the Washington Area. Museum Education Roundtable, 2616 Cathedral Avenue, N. W., Washington, D. C., 20008.

Subcommittee on Career Education/ Foreign Languages, Maryland State Department of Education. Resource Notebook Section: Career Education and Foreign Languages. Contact: Ann A. Beusch, Specialist in Foreign Languages and ESOL, Maryland State Department of Education, Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland, 21240. Send for booklet: "The Many Languages of Career Education"